Investigating Teachers' and Learners' Attitudes toward TPR Strategy Use

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Abstract

English learning has become more and more important nowadays. Total Physical Response (TPR), one of the teaching strategies, is a useful method which combines speeches and actions simultaneously in order to enhance students' English learning motivation. However, some scholars state that the repetitions of the same action may make learners feel bored so as to reduce their learning motivation. Since studies regarding investigating teachers' and learners' opinions for using TPR strategy are few, the purpose of this study was to compare their perceptions of TPR strategy use on the aspects of concentration, lower stress, and repetitive actions by conducting the quantitative (*t*-test) and qualitative (semi-structured interview) methods. The major findings demonstrate that both teachers and students broadly agree that most students' attention can be attracted due to the teacher's interesting actions and performance. However, there are significant differences between these two groups' perceptions on the aspects of concentration and lower stress. Pedagogical implications for teachers to effectively employ the TPR strategy to enhance children's English learning motivation are discussed.

Keywords: TPR strategy; English learning motivation; learning strategy

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探討國小師生對全肢體反應教學法之態度與比較

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摘要

　　學習英文已成爲越來越重要的趨勢，對現在的國小學童來說，全肢體反應教學法，是被認爲能啓發學生學習英語動機的策略之一。有學者認爲全肢體反應教學法，能有效引起學生注意及降低學生焦慮，以增加其學習動機；然而，也有學者認爲重複性的動作，會讓學生感到枯燥乏味。由於鮮少文章同時探討教師及學生對全肢體反應教學法的看法，因此，本論文之研究目的，旨在採用量化(t 檢定)與質化(半標準式訪談)的研究方法，探討與比較教師及學生對全肢體反應教學法的態度。根據研究結果顯示，一般來說，受測師生都同意該教學法，可以有效引發學生注意力並降低其學習焦慮；此外，教師會提供多樣化活動及獎賞，故學生並不會因爲重複性的練習動作而感到枯燥。然而，在引發注意力及降低焦慮這兩個因素中，受測師生在同意的程度上有顯著性差異。本研究結果可提供英語教師未來在教學上，如何有效應用全肢體反應教學法，以提升學生學習英語的動機。

關鍵字: 全肢體反應教學法、英語學習動機、學習策略

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Introduction

English learning has become more and more important nowadays. According to the governmental policy, learners should start to learn English since the 3rd grade; the learning goals in elementary schools focus not only on listening and speaking, but also on developing their interests and motivation for learning English (Taiwan Elementary and Secondary School Community, 2008). Some scholars (Dörnyei, 2001; Gardner, 2001) considered that learning motivation is a key factor for elementary school students keeping on learning English. The lower anxiety and more interest students have, the higher motivation they get (Richards & Rodgers, 2001). Since developing interest and motivation is an important factor and a task for English teaching in the elementary school, teachers should try to use various teaching methods which can be accepted by students easily. Total Physical Response (TPR) is one of the methods that most teachers like to use to arouse students' learning motivation (Zhan, 2000).

The theory of TPR strategy was invented by James Asher by 1960s. This method which combines speeches and actions simultaneously is similar to the first language acquisition; it is easier for students to remember the meaning of words via doing actions and moving bodies (Richards & Rodgers, 2001). According to the procedure of the TPR strategy, the teaching steps include: (1) the teacher says the command with the action, and students observe it. (2) The teacher says the command and asks students to do the action. (3) The teacher asks a student to say the command and others do the action. (4) The teacher combines the sentences or the learned lessons to do the performance (Chen, 2003).

Through previous researches (Ching, 2007; Mo, 2008; Tsai, 2004; Zhan, 2000), much information shows that there is a great benefit to apply the TPR strategy for the enhancement of children's language learning motivation. Such a strategy can make learners pay more attention in class (Mo, 2008;

Tsai, 2004); learners have lower pressure via using TPR strategy (Wang, 2005). However, other scholars (Guo, 2009; Ma, 2003) maintained that the repetition of the action may make students feel bored so as to reduce their EFL learning motivation. In recent studies, most researches focus on exploring students' attitudes toward the TPR strategy (Cantoni, 1999; Ching, 2007; Zhan, 2000); however, few studies aim to investigate teachers' opinions (Zhan, 2000), as well as compare it with students' in a Taiwanese learning context. Therefore, the purpose of this study was to compare EFL teachers' and students' perspectives of TPR strategy use on English learning motivation.

Literature Review

Concentration

According to previous studies (Ching, 2007; Hsu, 2006; Mo, 2008; Tsai, 2004), children's attention can be attracted to guess teachers' physical actions so as to increase learners' motivation for learning foreign languages. Ching (2007) selected the 4th-grade students from an elementary school and separated them into an experimental group and a controlled group to learn English through the TPR strategy use. The result showed that the students who received the TPR instruction performed better in listening ability since they had more motivation to guess the meaning for teacher's physical actions. The other studies also showed the similar result, revealing that the students who were immersed in the TPR instruction felt interested in teachers' plentiful gestures and paid more attention in class (Hsu, 2006; Mo, 2008; Tsai, 2004). Not only learners but also teachers prefer the application of TPR strategy, because teachers consider that the use of TPR strategy could attract learners' attention by teachers' plentiful actions, and then students are willing to guess the meaning (Davis-Wiley, 1994; Zhan, 2000). In short, by using

TPR strategy, students can pay more attention in the class so as to enhance their English learning motivation.

Lower Stress

TPR is an interactive learner-centered process that students can decide when is ready to speak out, and thus keeps the stress at a minimum (Cantoni, 1999; Furuhata, 2000; Guo, 2009; Wang, 2005). Since the second step in TPR strategy use is for the teacher to say the command and students to do the action, teachers do not force students to speak out correctly or immediately so as to let students feel joyful in a low anxiety environment. In addition, Tsai (2004) used the TPR strategy to teach children English and then conducted an interview to explore learners' attitudes toward the TPR use. The result showed that over 70% of students considered that through the application of TPR strategy, the atmosphere was more relaxing instead of having stress, since they did not need to speak out immediately but using actions to express their meanings. Some scholars (Guo, 2009; Wang, 2005) in China also mentioned that via using TPR strategy, teachers tolerate learners' mistakes without correcting them immediately, and thus reduce the learners' affective filter. From the previous studies, it is concluded that to reduce learners' anxiety, especially for elementary school students, teachers should neither force learners to speak out immediately, nor correct their mistakes directly.

Repetitive Actions

In contrast, repeating the actions or gestures that teachers command students to do may let students feel bored so as to decrease the learning motivation, especially for advanced students (Mo, 2008). In order to remember the word by practicing the vocabulary, teachers may ask students to take turns giving the command and doing the action. This step shows that students have to repeat the actions frequently. Students would feel bored and weaken the willingness to learn. According to Ma (2003), he considered that

the application of TPR strategy is a kind of mechanic response. Ma interviewed the participants who learned German through TPR and the result indicated that the learners felt bored and they could not get involved after repeating the action several times even though the teacher changed the activities. Besides, Guo (2009) mentioned that many repetitive actions that just responded teachers' or students' commands would make learners lose their learning motivation. This situation happens frequently, especially for the children who have short concentration on the same thing or on the similar action. Therefore, the repetition of the same action may reduce students' learning motivation.

Purpose of the Study

Based on the previous studies above, it is found that there are different opinions toward the effect of TPR strategy use. Therefore, the purpose of this study was to compare teachers' and students' perceptions of TPR strategy use on English learning motivation. In this study, two major research questions are composed in the following:

Research question 1: Is there any significant difference between teachers' and students' perspectives toward the TPR strategy use in terms of concentration, lower stress, and repetitive actions?

Research question 2: What are teachers' and students' attitudes toward TPR strategy use?

Methodology

Subjects

The subjects in this study were 70 participants in total (including 50 students and 20 teachers) who have been using TPR strategy in the past. Subjects were from Shihlong Elementary School of Kaohsiung County and a cram school (Zi You) in Kaohsiung County. In order to get the permission

from the schools, the consent form was provided to the principles, showing the purpose of this study and the process of conducting the questionnaire survey and interview. In order not to interrupt the class, the questionnaire survey and interview were carried out during the break time. In order to protect the participants from harm, the names of the participants were not to be shown. The subjects could have the right to withdraw from the participation of the study anytime. The teachers' and students' demographic information is shown in Table 1.

Table 1 *Teachers' and Students' Demographic Information*

Subjects	Number	Gender		Teaching Experiences		
		Male	Female	1~3 years	3~5years	over 5 years
Teacher	20	2	18	12	5	3
				5th Grader		6th Grader
Student	50	24	26	23		27

Sampling Strategies

For the quantitative study, the multistage sampling including cluster sampling and simple random sampling was adopted in this study for the convenient purpose. Besides, the purposeful random sampling was used for the qualitative study. The subjects were selected based on their experiences of learning or teaching English through TPR. Twenty-three participants (including 8 teachers and 15 students) were randomly selected from those 70 subjects for doing the semi-structured interview.

Instrumentation

Two forms of questionnaires were designed for teacher and student

participants respectively. The aim of the questionnaire survey was to explore the teachers' and students' perceptions on the TPR strategy use. The pragmatic parallel mixed-methods were used in this study, which means the data by doing the quantitative and qualitative methods were almost collected simultaneously. The questionnaire was designed based on Tsai's (2004) study: four items for factor 1 (concentration), four items for factor 2 (lower stress), and three items for factor 3 (repetitive action). The questionnaires consisted of a 5-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

For qualitative study, nine questions were provided in the study. Two forms of interview questions were designed in order to suite for two groups of participants, teacher and student. Finally, the pilot test was done by three 5th-grade and two 6th-grade students from the elementary school. To test the reliability of the questionnaire, cronbach internal consistency coefficients were computed by the software of SPSS (17.0 version). Values of the reliability coefficients are shown in Table 2.

Table 2 *The Cronbach's Alpha of Questionnaires*

Factors	Number of Items	Cronbach's Alpha	
		Tea. (N=20)	Stu. (N=50)
Concentration	4	.708	. 697
Lower stress	4	.684	.693
Repetitive action	3	.648	.707

Data Collection and Analysis

For quantitative data collection, "Likert list" method was used in the questionnaire survey, and the data were analyzed by the descriptive statistics (SPSS 17.0 version). The descriptive data showing the means and standard deviations were used to compare both teachers' and students' responses for the research purpose. Besides, an independent-samples *t*-test was conducted to examine their mean differences in terms of concentration, lower stress, and repetitive actions.

After finishing the questionnaire survey, 23 participants were asked to do the interview immediately. For qualitative data collection, nine questions were administered in the interview process to investigate participants' in-depth perceptions regarding the TPR strategy use. Tape recording and transcriptions were adopted to analyze the results.

Results

Research question 1: Is there any significant difference between teachers' and students' perspectives toward the TPR strategy use in terms of concentration, lower stress, and repetitive actions?

The descriptive statistics of the mean scores for the teachers' and students' perspectives on the aspect of concentration is shown in Table 3, composing of items 1 to 4. The result indicated that the subjects of teachers ($M = 4.15$, $SD = .45$) and students ($M = 3.67$, $SD = .37$) both gave a positive affirmation to the TPR strategy use for increasing students' attention in class.

Table 3 *Teachers' and Students' Perspectives on the Concentration of TPR Strategy Use*

Item	M		SD	
Concentration	T	S	T	S
1. When the teacher uses TPR strategy to show meanings, students pay attention in class.	4.20	3.66	.62	.63
2. When the teacher uses TPR strategy to show meanings, students are willing to guess.	4.35	.3.68	.49	.55
3. When the teacher uses TPR strategy to teach English, students feel curious.	4.10	3.66	.64	.48
4. The teacher using TPR strategy to show meanings does not attract students' attention.	2.00	2.32	.69	.51
Total	4.15	3.67	.45	.37

Note: Item 4 is a reverse statement.

The descriptive statistics of the mean scores for the teachers' and students' perspectives on the aspect of stress for using TPR strategy is shown in Table 4, composing of items 5 to 8. The result indicated that the subjects of teachers (M = 3.91, SD = .48) and students (M = 3.61, SD = .45) both expressed a positive attitude to use TPR strategy for reducing students' stress.

Table 4 *Teachers' and Students' Perspectives on the Stress of TPR Strategy Use*

Item	M		SD	
Lower Stress	T	S	T	S
5. Using TPR strategy, teachers do not correct students speaking mistakes so as to decrease their stress.	4.10	3.84	.72	.62
6. Students feel happy performing action games in front of the class.	3.80	3.46	.70	.61
7. By using TPR strategy, teachers do not force students to speak out immediately so as to decrease their stress.	3.90	3.72	.72	.57
8. Students feel embarrassed when performing action games in front of the class.	2.15	2.58	.59	.81
Total	3.91	3.61	.48	.45

Note: Item 8 is a reverse statement.

The descriptive statistics of the mean scores for the teachers' and students' perspectives about students' repetitive actions of using TPR strategy is shown in Table 5, composing of items 9 to 11. The result indicated that both teachers (M = 2.28, SD = .52) and students (M = 2.17, SD = .54) disagreed that learners' repetition of actions would decrease students' motivation.

Table 5 *Teachers' and Students' Perspectives about the Repetition of TPR Strategy Use*

Item	M		SD	
Repetitive Actions	T	S	T	S
9. Though the teacher uses different activities to practice same actions, students still feel bored.	2.05	2.14	.60	.76
10. When the teacher asks students to repeat the same actions again and again, students show the reluctance to do it.	2.45	1.94	.76	.62
11. When the teacher uses different activities to do the same actions, students still feel curious of interesting.	3.75	3.58	.67	.67
Total	2.28	2.17	.52	.54

Note: Item 11 is a reverse statement.

After presenting the mean scores for each factor, an independent *t*-test was conducted to estimate whether there is a significant difference between these two groups of subjects. Results in Table 6 showed that there were significant differences at the .05 probability level for the factors of concentration ($p = .000$) and lower stress ($p = .023$) on TPR strategy use. However, there was no significant difference between teachers' and students' opinions toward the repetitive actions while using TPR strategy.

Table 6 Results from the T-test for Teachers' and Students' Perspectives

Factors	N		M		SD		F	t	Sig
	Tea.	Stu.	Tea.	Stu.	Tea.	Stu.			
Concentration	20	50	4.15	3.67	.45	.37	1.33	-4.25	.000*
Lower Stress	20	50	3.91	3.61	.48	.45	.168	-2.38	.023*
Repetitive Action	20	50	2.28	2.17	.52	.54	.014	- .84	.409

Since there were significant differences on the factors of concentration and lower stress, *t*-test analyses on items 1 to 8 were further computed. As shown in Table 7, there were significant differences in item one ($p = .002$), item two ($p = .000$), and item three ($p = .010$), indicating that teachers agreed more that through TPR strategy use, students felt curious to be attracted to guess meanings. Another significant difference in item eight ($p = .017$) revealed that teachers disagreed more that students would feel embarrassed showing actions in front of the class. In other words, comparing with students' perceptions, teacher did not consider that this activity would make students felt embarrassed; instead, most teachers regarded TPR as a useful strategy to arouse students' curiosity and attention to guess meanings successfully.

Table 7 *T-test of the Concentration and Lower Stress for Teachers' and Students' Perceptions*

Item	Mean		SD		F	t	Sig
	Tea.	Stu.	Tea.	Stu.			
Q1. Attention	4.20	3.66	.62	.63	.295	-3.30	.002*
Q2. Guess	4.35	3.68	.49	.55	.099	-4.99	.000*
Q3. Curiosity	4.10	3.66	.64	.48	.000	-2.78	.010*
Q4. Not attraction	2.00	2.32	.69	.51	.437	-1.59	.123
Q5. Do not correct speaking mistake	4.10	3.84	.72	.62	.707	-1.42	.165
Q6. Perform in front of the class	3.80	3.46	.70	.61	.471	-1.90	.065
Q7. Are not forced to speak out	3.90	3.72	.72	.57	.013	-1.00	.325
Q8. Embarrassed	2.15	2.58	.59	.81	6.919	-2.47	.017*

Research question 2: What are teachers' and students' attitudes toward TPR strategy use?

To elicit participants' self-perceptions of using TPR strategy for learning and teaching, a semi-standardized interview technique was employed. After interviewing 23 participants (15 students and 8 teachers), most of the teachers (87.5%) and students (66.7%) considered that via using TPR strategy, students increased their motivation due to paying more attention in class. The major reason was that when teachers did the actions by body movements, students always felt interested and tried their best to guess the meaning.

When they guessed the meaning in the wrong way, students even paid much more attention to the teacher until they got the correct answer. For example, participant #6 (student) said, "I like that way (TPR), because it makes me up. When the teacher uses body actions, I am attracted to concentrate on the teacher, and guess the meaning." Moreover, participant #8 (student) said, "every time when the teacher shows her body actions, I would be the first one to guess the meaning. Of course, I guess the meaning in the wrong way sometimes, but I do not mind. I always compete with my classmates to see who is the first one to get the meaning." Besides, participant #17 (teacher) said, "when I do the action or the body movement, students always feel interested, and try their best to guess the meaning. When they guess the meaning in the wrong way, they even pay more attention to me until they get the right answer." From the excerpts above, it was obvious that under the TPR application, most students' attention could be attracted due to the teacher's interesting actions and performance.

Though students broadly agreed that they could pay more attention in class, the minority of students (26.7%) also mentioned that if the teacher used physical actions too many times for introducing the same word, they would lose their concentration. In addition, time management was important, too. If the teacher spent too much time showing the action, students would feel time-wasting, especially for the abstract words, such as "cloudy". For instance, participant #5 (student) said "….if the teacher spends much time using actions to show the meaning, I would feel that he is wasting our time. I then start to do something which is not relevant to the class. For example, I start to do homework or read other books." Besides, if the teacher's action was like a zany, students would keep laughing instead of concentrating for guessing the meaning. As participant #6 (student) mentioned, "I like the teacher's performance. He is a funny guy. However, I have to say honestly that I like his method since he is like a clown showing the funny performance on the stage. However, I do not guess the meaning while he shows but

laughing." From the examples mentioned above, although both groups broadly agreed that TPR strategy could increase students' attention, some minority's opinions still needed to be considered.

Regarding the factor of decreasing stress by using TPR strategy, over 50% of the teachers (62.5%) and students (53.3%) confirmed that students liked to use body actions to show the meanings since they were afraid of speaking out. Besides, teachers were kinder when students did the actions in the wrong way without correcting their errors immediately. Participant #8 (student) said, "I think I have less stress. The teacher seems nicer when she shows the action. I do not worry about that if I cannot pronounce the word correctly since I can just do the action." Moreover, participant #19 (teacher) indicated that "…TPR lets student have less stress in the class. I do not blame or correct them when they guess the meaning which is wrong or do the wrong action. I just let them notice and correct the mistake by themselves which gives students more confidence to try it again. This way was good for some low level students, as well as those who are shy to speak out. Those students prefer doing to speaking." Therefore, by using TPR strategy, students could reduce their stress due to not correcting their speaking errors, nor forcing them to speak out immediately.

Though both groups broadly agreed that the employment of TPR strategy could lower students' stress, some students still considered that if teachers used too funny and silly actions and then commanded students to do the same performance, they would feel shy so as to increase their embarrassment and stress. About 40% of the participants had an embarrassing experience for showing up the action in front of the class. That kind of learning experience made some students dislike going to English class. For example, participant #10 (student) mentioned that "once the teacher asked me to do a foolish action (like a frog) in front of the class. I had to pretend to have a big stomach, and belly the air within my cheeks. That

action was so ugly, and everyone laughed at me, especially the boys. I felt so embarrassed." Moreover, participant #13 (student) said, "I am shy; I can sit on the seat to guess the meaning from the teacher's gesture; however, I dare not to perform it in front of others. It really makes me nervous." Hence, although both groups broadly supported that TPR strategy could decrease students' learning anxiety, some negative feedbacks still needed to be concerned.

Regarding the factor of repetitive actions, most of the teachers (75%) and students (73.3%) disagreed that students would feel bored because teachers used various kinds of activities and awards to ask them to practice the same action. For example, participant #3 (student) maintained that "I still like this teaching method even if I have to repeat the action again and again; it is more effective and funnier than the traditional instruction with a lot of teacher's talks. Besides, the more practice I do, the more labels I can get. Thus, I can get a gift from the teacher." In addition, participant #11 (student) indicated that "…I like to show the action instead of listening and speaking. As long as the teacher lets me show myself up, I can play the same action for a long time. What is more, the teacher uses many games to let us practice the vocabulary, such as 'Simon says' and 'guest what.'" In short, the majority of teachers and students disagreed that students would feel bored for the usage of TPR strategy, because teachers would use varied actions and awards to motivate students practicing the actions.

Discussions

The focus of this study is to compare the students' and teachers' perceptions toward TPR strategy use. The results provided by the questionnaire survey and interview were discussed in the following.

First, both teachers and students considered that it was effective to use TPR strategy to attract students' attention. When a teacher used the body language

to show the meaning in action, students felt interested and curious. As a result, students would concentrate more to participate in the class activities. Although students sometimes might guess the meaning in the wrong way, they still tried their best to continue doing this activity till they got the correct answer. However, if teachers only taught with the traditional method (i.e., instruction with oral explanations), students would felt bored and sleepy, especially for the children who had shorter concentration (Zhang, 2007). These findings support the pervious studies (Ching, 2007; Hsu, 2006; Mo, 2008; Tsai, 2004), indicating that students would be attracted and paid more attention in the class through TPR strategy use.

Secondly, teachers and students broadly confirmed that students felt less stressful since they were not forced to speak out immediately. If the teacher asked students to use physical actions to show the meaning instead of speaking out, students normally had more confidence to learn English without considering whether their pronunciation was correct or not. Besides, the teacher's face looked kinder while performing. Through this TPR method, the learners with low achievement could get more encouragement to learn English. These findings also support the previous research results (Cantoni, 1999; Furuhata, 2000; Guo, 2009; Hsu, 2005; Tsai, 2004; Wang, 2005), showing that via using TPR strategy, students had lower affective filter so as to enhance their English learning motivation.

Thirdly, both teachers and students disagreed that students' repetitive actions would decrease their motivation because teachers could create plenty of games and awards for learners to practice the same actions. Hence, students did not feel bored due to learning by playing. This finding is inconsistent with the previous studies (Guo, 2009; Ma, 2003), indicating that students repeating the actions again and again would decrease their learning motivation.

Although teachers and students showed a positive attitude to learn

English via using TPR strategy, the minority of students still mentioned that if teachers used too many clownch actions, they just regarded them as a childish behavior without concentrating in class. This opinion showed a significant difference between teachers' and students' views: funny actions could attract students' curiosity and attention since they were children. The result may be revealed that too many silly gestures were not always appropriate for students, particularly for the 5th and 6th grade students, since they were more mature and had their own thinking. In addition, teachers considered that TPR was a useful approach so as to use it all the time no matter in teaching vocabulary or the sentences; nevertheless, if teachers spent too much time doing this activity, advanced students would lose the patience and feel time-wasting.

Finally, most teachers considered that students liked acting in front of the class; the more exaggerated actions teachers performed, the more students preferred to try. However, that was another obvious difference demonstrated by teachers' and students' self-reports: if teachers commanded students to do stupid actions in front of the class, students would feel embarrassed and stressful. According to Freud's (1856-1939) theory, when people get into the adolescent stage which is about 12 years old, they care about others' opinions and feelings so much (Zhang, 2007). With the physiological and psychological growth, students have their enormous ego to avoid doing childish actions to be laughed by their classmates. As a result, although TPR strategy could generally promote students' learning motivation in terms of more concentration and lower stress, exaggerated actions and time management should be noticed by the EFL teachers while applying the TPR approach.

Conclusion and Suggestions

The present study demonstrates that both teachers and students broadly confirmed that through using TPR strategy, students could pay more attention and decrease their stress in class so as to increase their English learning motivation; besides, students did not lose their learning motivation via repeating the actions since teachers always provided various awards and activities to encourage their participation. However, some minority's opinions should be taken into consideration, such as time management and students' feeling of embarrassment. To effectively apply the TPR strategy in class, EFL teachers should appropriately teach the meaning of words by actions as well as by oral explanations. Moreover, some students felt shy to follow teachers' commands to do the action in front of the class, especially for the silly gestures. To decrease the feeling of the humiliation, teachers may create the actions which are not so childish or try to divide students into groups, and then ask the whole group to do the performance together rather than do it individually.

Limitations and the Future Study

In this study, the total number of the subjects is 70. It could be the limitation of the study due to the small sample size. Besides, time limitation is another problem. If the time is sufficient, it would be better to separate the subjects into an experimental group (with TPR instruction) and a controlled group (with traditional instruction) to compare the learning effect between these two groups. After all, the result of this study could provide English teachers who are teaching in the elementary schools with pedagogical implications. If the teacher could be aware of the exaggerated actions, time management, as well as students' negative feelings, it may still be a useful

approach to apply the TPR strategy for elementary school students to enhance their English learning motivation.

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